

EDUCATION OR INDOCTRINATION

WHAT IS IN YOUR CHILD'S TEXTBOOK?

"...THERE SHALL BE FALSE TEACHERS AMONG YOU, WHO PRIVATELY SHALL BRING IN DAMNABLE HERESIES..." II Peter 2:1.

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The author is the daughter of a late minister and college president, holds an M.A. degree in religious education, has taught in high school, college, and operated own kindergarten, and has personal knowledge of socialism in churches and seminaries, and in education from kindergarten to college level.

Few parents nowadays bother to find out what their children are being taught. Curious, we browsed through our child's books, believing that his fifth grade texts would probably be a typical spot-check of current trends. What we found was so appalling that this child was transferred to a private Christian day school.

The reading book of THE NEW BASIC READERS series by Gray, Monroe, Artley and Arbuthnot contains no poems whatsoever; no works by well-known American authors — Whittier, Longfellow, etc.; the stories contain no morals. Many stories, with costly, multi-colored illustrations, are about children of other lands and animals. Twenty seven hundred words had been introduced by the end of this book in the series, teaching reading by memorizing the appearance of words instead of by reasoning the sound.

The speller, MY SPELLING by Yoakam and Daw, is on the same order with more emphasis on the use and meaning of words than on phonics and word structure. A dictionary which concludes the speller "defines" the word "Bible" in book four as telling us to love our neighbors.

The language book, OUR ENGLISH LANGUAGE EVERY DAY by Bailey, Barnes and Horrocks, has a cowboy in multicolor on the cover and bucking bronco on the fly leaf, stooping to the child's level. Its units have such titles as "Just for Fun," "What's Your Hobby," "A Trip to the Moon," making learning an entertainment instead of serious business. The "language" study contains instruction on conducting meetings, making introductions, telephone calls, making up riddles, etc. Grammar is presented haphazardly with punctuation, capitalization, kinds of sentences, speaking choirs, etc., conglomerated into one unit.

The arithmetic text, AMERICAN ARITHMETIC by Upton and Fuller, is copyrighted under the "International Copyright Convention," rather than an American work. The book skips about moving to a new subject before an old one is mastered: long division, fractions, back to long division, back to fractions, etc. The word "groups" is used instead of numbers," as putting together "groups" of the same thing, making arithmetic a social collectivist matter. Multiplication tables are not taught: instead, the child must memorize "facts":

	2	3
These facts go no	x2	x4
higher than 9's,	—	—
making it easy to count	4	12
on the fingers.		

ADVENTURING IN SCIENCE by Craig and Hill, emphasizes the social utility of Science and not knowledge for knowledge's sake. Emphasis is on experience: students are not just taught that heat rises — they hold a thermometer near the floor, then the ceiling. (In classrooms much blackboard space for drilling is replaced by aquariums, etc., for object lessons). The book teaches as fact the theory (man's guess) that man "evolved" from lower animal, contrary to Bible teachings that God created man in His own image and commanded every living thing to bring forth after (own) kind (Gen. 1). (Evolutionary theories were developed by atheists to explain away God's miracles).

A unit entitled "Animals Live Together," has such subtitles as "Bees are SOCIAL Ani-

mals;" and "Ants are SOCIAL, too." (To communists, man is but a social animal). It pointed out how the GOVERNMENT protects animals with game reserves, hatcheries, etc. (Government tentacles into every walk of life is socialism, baby sister of communism). Then a discussion of city planning ensues (A socialist program).

A study question asks if the community could be more beautiful and livable. (This approach creates criticism and dissatisfaction. True science study is the presentation of facts — not the development of young social reformers). Collectivist ideas were summarized by indicating that although people have different languages, skin or customs, they are alike in many ways and can work together (a communist line with the aim of a one-world, classless society, with one government, one religion, and one race — the "human" race). The science textbook is somewhat of a substitute of theoretical SOCIAL science for absolute science.

The prize goes to the social studies text, EXPLORING THE NEW WORLD by Hamet, Follet and Ahlschwede (why all the foreign-named authors?). It is a conglomeration of history, geography, civics, past and present. Much space is consumed in meaningless conversation while "we" take a voyage through the land which Columbus discovered.

The book pushes the laborer; instead of listing products, it shows how people of various sections "earn money" and asks the student if he would rather work in a factory, mine, or farm, etc. Illustrations depict the working man; industry, for example, is not pictured as towering smokestacks, or anything that would represent management, capital, or free enterprise, but laborers at work. (Communism is a proletarian 'laborers' revolution).

The text indicates that in 1619 Negroes were first put on tobacco plantations in Virginia. This is a false impression. The first slaves in America were possessed by New England factory owners and were later sold to southern plantation owners. The book gives the impression that the South (land of plantations) was backward in agriculture until the GOVERNMENT stepped in with farm agents to show the South how to farm (propaganda for socialistic government "services").

Following each unit is listed attitude-building activities, books, records, etc. Among records it lists the tear-jerker "Nobody Knows the Trouble I See," and among books Harriet Beecher Stowe's anti-South dissertation UNCLE TOM'S CABIN, a leading factor in agitating the civil war. (Racial agitation is a communist tool).

Nothing is said of all that the South has done for the Negro who pays only a minute portion of tax monies spent on him; that there are more Negro businesses in the South than the rest of the nation combined; that the Negro has made more progress in the South in shorter time than any other peoples in history, at any other place in the world. It does not let the future citizens know that in 1826 there were 143 emancipation societies, 103 of which were in the South, nor that the South fought the war to preserve states' rights and property rights, and not to keep man enslaved. It does not tell of the carpet-baggers who pilfered the war-ravished South, how the conquerors dis-enfranchised white voters, nor that the "liberators" did NOT provide for the emancipated Negroes but left them penniless, homeless, jobless and ignorant, to be absorbed by a war-depleted South.

"Mistreatment" of the Indian is then wept over, pointing out how settlers took land from them, and wondering if the students could have "lived in peace" (communist line) with the Indians if they had been settlers.

Then a jump from early settlers to United

"Our teachers must write new school textbooks, and rewrite history from the Marxian viewpoint."

—WILLIAM Z. FOSTER,
Former Head of Communist Party in U.S.A.



Nations, which, according to the book, meets to solve problems among nations. Nothing is said of the danger of the Soviet veto, that UN treaties supersede the U.S. Constitution, and that the U.N. is the step before world government and destruction of national sovereignty. (Instead of presenting unbiased facts on all sides of a subject, attitudes are built favorable to socialism).

There ensues a discussion of how immigrants have helped make the United States a great country. (Communists want laws relaxed relative to immigration, the source of much subversive infiltration).

Little information is given about early American heroes or factors in the nation's early history which made it the greatest nation on earth. There is no memory work called for; one activity calls for A student to READ the "Gettysburg Address" to the class.

The social studies text spends several pages on the virtues of the Tennessee Valley Authority, Grand Coulee Dam, etc., (socialistic government operations competing with private enterprise). An activity question was on peacetime uses of atomic energy. (Students are encouraged to discuss subjects before they are completely informed, thus developing potential agitators who are informed of only one side).

There is propaganda for national parks. (The government now owns 40% of the land area of the United States on the road to a total state). The book asks what lessons nations can gain by the unguarded border between the U.S. and Canada (propaganda for disarmament). It states that South American armies would be stronger if they had one great leader instead of many (centralized power). In discussing the Panama Canal, the book does NOT teach that the canal belongs to the United States (communists are trying to internationalize the canal). Selling points are given as to why Alaska and Hawaii should become states, but no points against. (The statehood of these liberal areas, one only 18 miles from Russia, the other, made up of orientals, is to communist advantage).

Much stress is placed upon SOCIAL living, "working together," and how the GOVERNMENT helps the poor with housing projects, etc. (Nowhere does the Bible or Constitution give the paternal government such duty, but instead the Bible emphasizes individual responsibility. The government can give NOTHING that it does not first TAKE, but this fact is not pointed out in propagandizing the welfare state).

Projects call for the class to be divided into committees to work on activities. The immature children themselves choose what they want to work on. One child might do the majority of the work, while the "group" gets the credit, destroying individualism, competition, and incentive. One might learn much about Michigan by making a products map, but nothing about Wisconsin, another group's project. The teacher is one of the group (causing lack of respect for authority). Group activities have been blamed for teenage gangs in cities; they lay the foundation

(Continued on Page 4)